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ABSTRACT

In the fall of 1989, the president of Massachusetts' Bunker Hill Community College (BHCC) called for volunteers to serve on a General Education (GE) Task Force which would review the state of GE at the College. The task force conducted a literature search and surveys of BHCC faculty and students, as well as other community colleges. The result of the task force's efforts, along with those of a GE Review Steering Committee, was a report which launched BHCC's overall effort to reform its curriculum. In the fall of 1990, the entire college community was involved in providing insights concerning the report's findings and recommendations. The GE Review Steering Committee prepared this report of the responses of the BHCC community to the summer 1990 report. The report provides the following sections: chapter 1 summarizes the questionnaire responses to each of the eight survey items; chapter 2 describes the extent of BHCC community participation in round table discussions sponsored by the GE Review Steering Committee; and chapter 3 presents two alternate reports (minority reports) to the summer 1990 report on GE, including "A Guide to the Perplexed with Apologies to Aquinas and Maimonides," by Peter E. Siegel, and "Some Goals of General Education," by Jeffrey Bowe. Appendixes list the review participants, report the degree of participation of departments and administrative offices, and provide a copy of the questionnaire. (JMC)

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BUNKER HILL COMMUNITY COLLEGE

GENERAL EDUCATION: A FOCUS FOR THE 90'S

BHCC COMMUNITY RESPONSE TO SUMMER 1990 REPORT ON GENERAL EDUCATION

JC920249

General Education Review Steering Committee
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SPRING 1991

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TABLE OF CONTENTS

Page

INTRODUCTION iii

Chapter

1. RESULTS OF GENERAL EDUCATION REVIEW QUESTIONNAIRES CONCERNING SUMMER 1990 REPORT ON GENERAL EDUCATION 1

General Education Definition 1

General Education Goals 2

Attributes and Skills 3

General Education Models 5

General Education Implementation 6

Additional Information Requested 7

BHCC Community Expertise/Interest 7

Additional Comments 8

2. ROUND TABLE DISCUSSIONS 10

Summer 1990 10

Fall 1990 10

3. ALTERNATE REPORTS TO SUMMER 1990 GENERAL EDUCATION REPORT 12

A guide to the Perplexed with Apologies to Aquinas and Maimonides 12

Some Goals of General Education 22

APPENDICES 28

A. BHCC COMMUNITY PARTICIPANTS IN GENERAL EDUCATION REVIEW FOR SUMMER AND FALL 1990 TERMS 29

B. SUMMER 1990 DEPARTMENT CHAIRPERSON PARTICIPANTS 35

C. TOTAL NUMBER OF QUESTIONNAIRE RETURNS FOR FALL 1990 TERM 38

D. TOTAL NUMBER OF QUESTIONNAIRE RETURNS PER DEPARIMENT AND ADMINISTRATIVE OFFICES FOR FALL 1990 TERM 40

E. TOTAL NUMBER OF DEPARIMENTS AND ADMINISTRATIVE OFFICES WHICH ATTENDED ROUND TABLE DISCUSSIONS IN FALL 1990 TERM 44

F. TOTAL NUMBER OF SESSIONS ATTENDED BY DEPARIMENTS AND ADMINISTRATIVE OFFICES IN FALL 1990 TERM 46

G. GENERAL EDUCATION REVIEW QUESTIONNAIRE SUMMER 1990 50

INTRODUCTION

General Education is considered to be the cultivation of knowledge, skills and attitudes that all of us use and live by during most of our lives. Our knowledge, skills, and attitudes should continue to develop throughout life. If not, our skills may stagnate and our attitudes may be "reduced to stereotype, cliche and prejudice. Thus, General Education offered by colleges and universities seeks to foster (for their students) the desire and capacity to keep on learning continuously" (Katz, 1989, p.3). Furthermore, a General Education curriculum provides students the opportunities to assume responsibility for their intellectual growth, encourages their active learning, and helps them develop their independent and critical thinking skills.

A General Education Review is a method used by a college or university to review its curriculum in terms of the economic, educational, political, societal, and technological factors impacting its students and the demands these factors place on the students' knowledge, skills and attitudes. A college identifies the elements of its mission and recognizes trends that may influence the nature of this mission in the future. Usually in such a review, a college also will identify the goals needed to establish the kinds of skills and knowledge students should be able to demonstrate at the completion of a General Education program. Emphasis is placed in a General Education Program on helping students integrate their learning experiences and applying this knowledge in their personal and career experiences. In essence, a college decides what its students should know; how its students will acquire this knowledge, and the method in which it can assess how successful its General Education curriculum has been. This evaluation of programs and courses is "necessary to keep curriculum and teaching alive" (Gaff, 1989, p.53). Current

research suggests that a General Education Review may take a college from three to five years to complete.

At Bunker Hill Community College, in the Fall of 1989, President Piedad Robertson called for volunteers to serve on a General Education Task Force. Faculty, department chairpersons, program directors, professional staff, and administrators responded to the call. Meetings were held during the Spring 1990 Semester. Four sub-committees were organized to prepare the initial research for the Summer 1990 Project. A survey of BHCC faculty was conducted by Ruth Westwater, Richard Chiasson, and Susan Donnelly. An ERIC search was done by Mary Riordan, Dr. Estelle Resnick, and Joan Namvar. A survey of BHCC students was completed by Judith Tully, Dr. Ann Marie Olson, and Doug Clifford. Lastly, a survey of community colleges was initiated by Dr. Harriet Hutchinson and Philip Kukura. Dr. James L. Wattenbarger, University of Florida, spoke to the General Education Task Force. He addressed the history of General Education; institutional issues which arise during a General Education Review; and characteristics of General Education organizational and implementation models.

A General Education Review Steering Committee took the first steps in the Summer of 1990 towards coming up with a blueprint for a new BHCC curriculum to meet the educational needs of those BHCC services as the college moves towards the 21st century. Dr. Malinda Smutek, Chairperson of the Steering Committee, Richard Boulware, Dr. Judith Sanford-Harris, R. Michael McSweeney, Joan Namvar, Judith Oleks, Dr. Ann Marie Olson, and Judith Tully completed their report entitled General Education: Focus for the 90's. The report launched BHCC's overall effort to reform its curriculum to ensure that BHCC continues to meet

its mission to create a learning environment in which students' potential may be developed.

In the Fall of 1990, the entire college community was involved in providing insights on the report's findings and recommendations. Dr. Arthur Levine, Harvard University, and Dr. Jerry Gaff, Hamline University, spoke with the college community concerning BHCC's efforts in regard to General Education. They also served as resources for the Steering Committee with Dr. Andrea Lee, Marygrove College.

The General Education Review Steering Committee has prepared a report on the responses of the BHCC Community to the Summer 1990 Report entitled: General Education: Focus for the 90's. This report is divided as follows:

Chapter 1	summarized the questionnaire responses to each of the eight survey items (See Appendix G).
Chapter 2	describes the extent of BHCC community participation in Round Table Discussions sponsored by the General Education Review Steering Committee.
Chapter 3	presents two alternate reports (minority reports) to the Summer 1990 Report on General Education.
Appendices	identify the participants and report the degree of participation of departments and administrative offices.

Based on the input of the BHCC community, the General Education Review Steering Committee revised the Summer 1990 Report and distributed the revisions during the Spring 1991 term.

Chapter 1

RESULTS OF GENERAL EDUCATION REVIEW QUESTIONNAIRES CONCERNING SUMMER 1990 REPORT ON GENERAL EDUCATION

In its continuing efforts to include views of as wide as a community as possible, the General Education Review Steering Committee during the Fall 1990-term sent out questionnaires and welcomed the submission of minority reports (alternate opinions) for its consideration from the BHCC community: faculty, professional staff, and administration. It relied extensively on these responses and on the information gathered at round table discussions to revise its Summer 1990 Report on General Education. A summation of the questionnaire responses is presented in this chapter.

General Education Definition

Fifty-eight percent of the respondents indicated that the stated definition for General Education at BHCC reflected what their feelings of what General Education should be for the students. Nineteen percent stated that the definition of General Education was unclear. Ten percent of the respondents explained that the definition needed to be more specific while three percent pointed out that the definition somewhat reflected their concept of General Education. Furthermore, an additional ten percent offered some comments. For example, one respondent felt that the listed goals were good, but many of them as expressed were too course specific. He/she recommended that BHCC needed a broader view. Another individual candidly expressed his/her inability to offer a direct response to this question since he/she wanted more intensive discussions of the meaning of General Education and the opportunity to explore

some questions and further considerations. Finally, one respondent offered his/her own definition. For him/her, General Education consists of a set of activities chosen by the student in consultation with a knowledgeable counselor. These activities would address significant world cultures and areas of knowledge required for modern sagacity as a basis for human activity.

General Education Goals

Thirty-seven percent stated that the General Education goals were satisfactory as stated. Twenty-three percent wanted additions to the list. One person wanted more cultural awareness. Another respondent recommended that government, politics, taxes, money management, and budget be added to the list. Others stressed the need of focusing on technology as it applies to all goals, while still others suggested that technology is too scientific and should be changed to "Technology and You." One colleague wanted to add the ability to adapt thinking skills for lifelong learning. Another individual would stress human relations, aesthetics, communication, global awareness, and analytical skills. Another respondent recommended that a specific mention of computational skills, perhaps quantitative reasoning, should be mentioned. He/she explained that he/she was sure that the Steering Committee included mathematical skills under Critical Thinking, but a separate item would seem wise given BHCC's emphasis on developmental skills. Furthermore, he/she suggested that the adjective economic be added to the norm wellness so that the goal would read "lifelong physical, emotional, and economic well being."

On the other hand, seven percent of the respondents wanted some deletions. One colleague felt that Aesthetics, Wellness, and Global Awareness should be deleted since they sound like high school. Another wanted Earth, Life, and Technology removed.

Some had expressed a difficulty in accepting the term, wellness. Thirteen percent suggested that the goals should be prioritized to give more focus. Given that BHCC is a two year school, the question as to whether BHCC could meet all these goals with a General Education requirement was posed. Some respondents recommended that the goals be rearranged into content areas and skill areas.

Twenty percent offered additional comments. One respondent expressed a concern in regard to how the General Education courses will be designed to meet the goals. He/she suggested that General Education courses should not be so general in nature that students feel that they have not learned anything substantive from them. For example, there should never be a course entitled "Critical Thinking" or "Human Relations". Another colleague favored the fact that each of the General Education goals interrelates with each of the others. One person indicated that the goal of General Education is to prepare students for citizenship in the modern world, while another individual observed that the appreciation and understanding of mathematics, science, and technology in today's world is lacking. In addition, one respondent stressed the need for emphasis on American culture and assimilation into it. Still another colleague stated that he/she felt the communication goal is incomplete. He/she recommended that the goal should include emphasis on receiving, responding to, and presenting ideas -- inter-individual (use of language to communicate with each other) and intra-individual (use of language to facilitate own thinking and actions). He/she emphatically stated that "communication which is truly interactive entails clarifying, refining, consolidating, thinking and accepting, rejecting, (and) integrating (one's) own ideas and (the) ideas of others."

Attributes and Goals

Thirty-three percent of the respondents indicated that they would not recommend anymore attributes and skills. However, fifty percent stated that this list should be expanded. Some respondents suggested that the following be added: computation skills, economic self-sufficiency, common sense, investigation, study skills, time management, decision making, quantitative reasoning, measurement, reading, personal finances, analytical skills, money management, politics, and local government. One individual stated that Human Relations should be changed to Interpersonal Relations. Another respondent would separate ethics and values into their own category as moral decision making; global awareness would include history and religion.

Seventeen percent offered additional comments to Question #3 of the General Education Review Questionnaire. A colleague stated that the list of attributes and skills appears comprehensive. Yet, he/she felt that the elements of this list are not mutually exclusive. "Group Dynamics, Human Relations, and Interpersonal Skills, for example, overlap considerably even though they may be analytically distinguishable." Another colleague would have like to have seen these elements grouped in order to see relationships since these elements are considered very difficult to consider as listed, he/she believed. One respondent shared some information regarding industry. According to him/her, industry is demanding that BHCC students have specific talents in accounting, finance, and international marketing. Apparently, BHCC's advisory boards have brought these concerns to BHCC's attention. In addition, a respondent wanted BHCC to attempt to increase students' level of creative thought by means of General Education. One colleague acknowledged that while skills development is important, he/she would place major stress on attitudes toward life and its

complex questions -- an orientation to life's dilemmas that is not overwhelming but positive. Another person recommended that BHCC recognized its student population in terms of communication skills, computer literacy, and goal setting. Still another colleague believed that there is probably a reasonable commitment to the General Education of students at BHCC, but it is not organized.

General Education Models

Nine percent of the respondents did not like any of the models described in the Summer 1990 Report. Nineteen percent were undecided as to what model to choose. Thirteen percent preferred a core curriculum implementation model with distribution requirements. Six percent endorsed a Contract approach to General Education but with some reservations. As one colleague stated, faculty using the Contract Approach may advance their own personal areas of interest, thereby detracting from the overall effectiveness of the General Education program at BHCC. Another colleague felt that student do better when they see that faculty and staff care about them and their progress and when they are encouraged to mutually support one another. Another six percent favored an Interdisciplinary Approach as an organizational model. Still an additional six percent of the respondents selected a composite model for both organizational and implementation models. On the other hand, twenty-three percent preferred the Los Medanos Community College model while nine percent favored the Miami Dade model. Another nine percent wanted BHCC to design its own model which would coincide with its mission and goals.

General Education Implementation

Forty-eight percent recommended that the General Education Review Steering Committee continues the course of action it already has established, namely, attempting to reach consensus on all phases of the General Education Review. One colleague felt that the General Education Review must be a creative process from which the General Education curriculum evolves rather than being implanted on the BHCC community. Some advised that opportunities for dialogue between Liberal Arts and Career Concentrated faculty be encouraged as well as appropriate student input which is considered useful should be actively sought. In contrast, four percent were undecided, and an additional four percent did not want the status quo to change. These individuals wanted to incorporate the General Education concepts into the existing curriculum with minor variations and some new courses. Ten percent wanted new directions. Thirteen percent were undecided.

One colleague recommended that BHCC still need to focus on what it is that it wants for General Education and how it is going to offer it. Another person explained that the implementation of a model should include a review phase as well as a follow-up process. One respondent advised that whatever is chosen should/must be flexible but not at the expense of structure and comprehensiveness. In addition, one person explained that given the current situation at BHCC in terms of student population nothing can be done unless additional programs in English and Math are undertaken. Finally, sixteen percent were willing to offer specific courses of action. Some wanted a prescribed set of requirements including interdisciplinary and/or functional courses with different choices of electives for career and transfer students. Others wanted a basic core curriculum for all A.A. and A.S. degree programs and

departments. Still others wanted an original composite model based on BHCC goals and the needs of the students it serves.

Additional Information Requested

Twenty-three percent indicated that they did not need any additional information. Seventy-seven percent, on the other hand, requested more information concerning the following items:

- General Education Review Calendar
- A Synopsis of the Summer 1990 Report
- Student Demographics
- General Education Definition
- Impact on Students
- Publications of Dr. Arthur Levine
- Outcomes Assessment of General Education Curriculum
- Experiences of other colleges with their General Education programs
- BHCC Community Reactions to Summer 1990 Report.

BHCC Community Expertise/Interest

Five percent of the respondents stated that they had no expertise and/or interest to share with the General Education Steering Committee in the discussion of General Education. In contrast, eighty-one percent indicated that they were interested in General Education and had expertise needed to guarantee the success of General Education. Fourteen percent offered additional comments. One colleague commented that reflection on action will serve as a guideline in determining goal attainment.

Another person stated that more emphasis needs to be placed on reading and math, and he/she asked the following question: "How can (we) educate a student who must continually use a dictionary in order to do homework"? "One respondent advised that BHCC carefully consider how General Education will impact the outside agencies that BHCC is involved with because many of its students do not understand the norms of society. This lack of comprehension, in turn, must impact the students on a day to day basis.

Additional Comments Offered

Forty-five percent commended the General Education Review Steering Committee for a job well done. One colleague especially enjoyed Dr. Arthur Levine's presentation and wanted more sessions like that one. Another respondent suggested that students and alumni should be invited to become involved. Seventeen percent had no comments. Thirty-eight percent of the respondents had some comments to share. One individual believed that English native speaking students graduating from a community college should speak English properly; should be able to think clearly and make decisions; should be able to write clearly; and should be able to do everyday math. Some colleagues endorsed the need idea that there exists a need for the development of an assessment procedure for General Education which would be administered to graduating students annually. One individual suggested that the recommendations of the Summer 1990 Report be more succinct and that the narrative have less descriptive prose.

Moreover, one colleague had difficulty visualizing just how BHCC is going to fit all of the General Education requirements into a span of two years, given the diversity and academic preparedness of our students. However, he/she felt very strongly about BHCC's obligation to present General Education to its

students. General Education may be the only chance students have to be exposed to many aspects of Western and Eastern cultural heritages. Another colleague recommended that BHCC not "tamper with the titles and course contents of the career courses. Many of these courses are what employers, professional boards, and other colleges are looking for in applicants' education." Another respondent mentioned that in respect to career programs, he/she does not think it is feasible to add any courses.

One person felt that BHCC students should achieve some level of competence in a foreign language if BHCC is truly serious about multiculturalism. He/she stated that BHCC needs to devise a way of assessing incoming students as well as those already enrolled. Students should be able to demonstrate a certain level of proficiency rather than simply prove that they have taken two years of course work at a high school or elsewhere. Furthermore, BHCC should clarify what its expectations are in regard to fluency in terms of speaking a language other than one's native language. Often, because of requirements within a student's area of concentration or due to the constraints of time, a student may study a foreign language for only one semester or two. This time period does not ensure the achievement of fluency.

Chapter 2

ROUND TABLE DISCUSSIONS

Summer 1990

Seventy-five percent of all department chairpersons attended the summer discussion sessions. Division I was represented by eighty-six percent of all its department chairpersons. Division II had a fifty percent turn out; and Division III was represented by eighty-six percent of all its department chairpersons. Departments that were unable to attend the summer sessions were Nuclear Medicine, Behavioral Sciences, Business Administration, Hotel and Restaurant Management, and the Fine, Creative, and Graphic Arts.

Fall 1990

Forty-three percent of the department of Division I sent representatives to the round table discussions held during the Fall 1990 term. Departments which did not attend any session were ESL, Foreign Languages, Medical Radiography, and Nuclear Medicine.

One the other hand, eighty-three percent of the departments of Division II attended discussion sessions. Criminal Justice was the only department that had no representative present at any session.

Lastly, Division II was represented by seventy-two percent of all its departments. The Fine, Creative, and Graphic Arts and Media Technology Departments sent no representatives to any round table sessions.

Representative of Health Services attended all round table discussions scheduled during the Fall 1990 Term. The following administrative offices also sent representatives: Academic Affairs, Chelsea Satellite Campus, Continuing Education, Division Chairpersons, and Student Affairs.

In terms of the questionnaires concerning the Summer 1990 Report which were submitted to the EHCC Community, twenty-two percent of the members of all the departments of Division I responded. The ESL Clinical Assistant Grant Program did not return any questionnaires. Twenty-one percent of all members of the departments of Division II returned the questionnaires. Questionnaires were not received from the Computer Technology Department. Fourteen percent of all the departments' members of Division III responded by means of the questionnaires. The Media Technology, Science, and Social Science Departments did not submit questionnaires to the General Education Steering Committee.

Health Services returned its questionnaires. Thirty-seven percent of all administrative offices returned questionnaires. The offices are as follows: Academic Affairs, Community Relations, Continuing Education, Counseling, Division Chairpeople, Planning and External Resources, President's Office, Registrar's Office, and Student Activities. In addition, sixty-five percent of the General Education Task Force members returned their questionnaires.

Chapter 3

ALTERNATE REPORTS TO SUMMER 1990 REPORT

ON GENERAL EDUCATION

The General Education Review Steering Committee requested and invited the input from all members of the BHCC community in the interest of broadening the discussion of General Education in general and the Summer 1990 Report in particular. Two faculty members, Dr. Peter Siegle and Profession Jeffrey Bowe, placed their thoughts in writing with the intent of sharing them with the BHCC community. Their statements included in this chapter are in no way to be seen as an endorsement of their views by the General Education Review Steering Committee.

A Guide to the Perplexed with Apologies to Acquinas and Maimonides

By

Dr. Peter E. Siegle

I feel somewhat ill-at-ease trying to write these PENSEES at this time after hearing Dr. Levine stroke us for the superlative nature of our document on General Education. Who am I? Who are we to assume that we can improve on it? Yet, we dare, and this is to our credit. If any improvement accrues from what I am about to say, and if it helps us gain perspective on our task and our mission, I shall be deeply gratified; for my thoughts are somewhat unconventional, though seeming sound to me.

It is my judgment that we are in this dilemma because we are trapped by conventional wisdoms, albeit some are rather idiosyncratic. For this reason, I find it helpful to break away from the conventional in order to find roots from

which new blessings might be found to flow. The first trap is found in the first two sentences of the first chapter. It shows how easily we continue our perspective to limited experience (sentence one) and how we indicate our class warfare bias (sentence two). The latter seems to be irrelevant to our purpose. The subject is GENERAL EDUCATION. We must realize that educational systems are always creatures of their cultures, of their times, myths, and theologies. Educational systems (whether schools or some other socialization process) are always conceived as preparing people to serve the system and to make proper workers and believers in the system. If there is any difference between our pre-1900 history and our post-1900 history, it probably lies in the fact that we have evolved into a massification of schooling which responded to a changing milieu requiring a massive, more varied work force and in the USA, a continuous flow of immigrants and in-migrants who required a Americanization in order quickly to acculturate them and move them toward the assimilative character of the smelting pot. (Always the didact; forgive me).

The second trap is found in the attempt to provide a definition for General Education. We revert to the conventional and rehash to old arguments that didn't start at the turn of the century, but would perhaps better be seen as opening up at least as early as the XXth Century B.C. or twenty centuries before that. Let me, therefore, present a definition which carries for all history and all cultures, and seems particularly germane to the community college in general, and BHCC in particular: General Education is the process by which the individual learns how best to make a life while making a living.

Perhaps in the days of the Athenians and their slaves the emphasis was more on making the life, since the system left making a living to others. The slaves, of course, had to be managed, and young men and women were taught (in

school and out) how to be managers. I have sometimes thought that the real source of conflict between Jefferson and Adams was their fundamental difference about where the emphasis in the equation should be: making the living or making the life. Nobody, however, can deny that the two forces are ever operant in any society at any time. In our time and in our place, we are undoubtedly trying to make a living and believe with Mack-the Knife that "The bulging pocket makes the easy life." So, General Education should be perceived as an integration of the two factors: making a living and making a life.

If we follow the premise, permit me to present a few propositions for our consideration:

- In any society anywhere the purpose of education is to produce a person, doing a job and making a good life within the cultural constraints of that society are not mutually exclusive of each other.
- All education is General Education.
- All education is the continuing education of an already educated person.
- At any stage of life, a person brings to the encounter a fully integrated set of skills, knowledge, understanding, attitudes and values which result from earlier experience.
- General Education is a never ending process throughout the life cycle, within or without the formal institution of schooling.
- Although the educational establishment likes to deny that it is anything but objective, it has been from time immemorial a teacher of propriety and morality. If one has any doubt about this, just take a look at the McGuffey readers which were still around when I was in my primary school years. They are now replaced with Dick, Jane, and Sally

and Spot, of course. Look at the old Baltimore Catechism which has also gone the Dick and Jane route. The schools, at all levels, have taken over the job of the old extended family -- the task of nurturing a child to be a good worker and believer in the system. So the "child" at any schooling level comes to us ready to be confirmed in what he already has adjusted to and to move a step further with his integrated General Education.

- Therefore, all education is preparatory (for the next stage), consummatory (redintegration plateau), and continuing.
- Every student brings with him to any level of schooling some of the General Education qualities we aspire to.

I have offered these propositions as partial backdrop for further analysis of our situation. They should inform our process as we try to develop a position from which our General Education can make comfortable sense for all facets of our operation. We are not a univocal institution. Our task is to see whether we can produce a set of principles which will be good for all our students, not necessarily leading to identical interpretations for each program.

Our document is quite correct when it presents the fact that our institutions of higher education (perhaps today more properly called post-secondary) have become so specialized and technicized that they tended to ignore what the breasts in Mea Culpa. This results in a lot of patchwork which is, in some cases, very effective but not necessarily on target. As some of our colleagues have repeatedly proclaimed, it may not be to our purpose to add new courses with clever integration of received disciplines in order to achieve the aims of education.

It is a dilemma indeed! But a careful examination of educational history world-wide might help us understand the problem. Our document could go a little further in pointing out that in our American system, by turning to schooling as the royal road to romance and success, we brought into colleges and universities an element which in earlier times was the province of another type of institution. The Germans referred to it as a Fachschule. The Russians and others called it Polytechnik. The Scandinavians created the Hojskole. We created such institutions as Wentworth, Worcester Poly, Lowell Textile, and the original MIT. In the interest of our version of democracy, the Land Grant colleges of the XIXth Century added more polytechnics to the mix. Medical and Law studies relatively recently became attached to universities, and indeed it is with my lifetime that such studies began to have undergraduate requisites attached to them, and even more recently that the undergraduate requisites began to include General Education characteristics. And through all the history of schooling, going back in time counted by millennia, persisting even in this country today, there was always the richest higher education consists of students apprenticed to master, together falling in love with the pursuit of understanding. Law and Medicine, throughout most of history, in fact, have been apprenticeships. Right at this moment there are several thousand young physicians apprenticing to master physicians in one or another specialty, only please call it "Residency."

Forgive my prolix nature. In writing this draft, I feel myself, even in following my outline, quite fully in the act of giving birth. In a sense, I am asking you to be my birth partner, having followed my labyrinthine journey to this point.

What gets lost in the maze of technical and General Education is the obvious fact that even well after WWII, into the Fifties, there was an assumption, well founded in cumulative history, that when a person presented himself to a polytechnic or some other kind of training, he had already been through the essential training inherent in General Education experienced in earlier schooling or life experience. He was generally assumed to have the thinking, feeling and acting qualities which are part of the total process of preparing to earn a living and make a life. If pieces were missing the post-secondary institution put something into the curriculum to bring the student up to snuff. Sometimes this meant that the students' prior training was lacking in kind sometimes the lack was in depth or richness. So, the curriculum began to include only basic skills not meant to provide richness, but please be sure to call it developmental. Well, I am not bothered by the idea of developmental, because I think it is fruitful for all educators at all levels to view their task as helping in the development of a person learning to do a job in a society, making a life while making a living.

Way back in time, one of my ancient spiritual uncles, Aristides Plato was very much concerned with the General Education of the youth of Athens. What he concluded then is more or less true today. His formulation, as you all know, spoke of the Trivium and Quadrivium. The Trivium, you remember, consisted of three types of studies which were basic and continuing: Grammar, Rhetoric, and Logic. See how they relate to some of our report's list of attributes. These bear in mind that they are learnable and teachable only in the context of exercise. So Uncle Aristides sees them having their own exercises Sui Generis Quadrivium: Arithmetic (quantification and theorem making); Geometry (structures and relationships); Music (aesthetics, joy of

making love to ideas and feelings) Astronomy (relating man to nature). If we have the Trivium (Basic Education), and offer the opportunity to exercise the processes in a Quadrivium, we have the foundation for a sound general education at any level in any of our programs. What is obviously missing in Uncle Aristides' Academy is any reference to social relations, governance, etc. You know he deals with these factors elsewhere, particularly in The Republic. However, this does point out the essential principle of the exercise we have just gone through, namely: build the Trivium exercises into them, and maintain a constant vigil over their relationship to the personal attributes you purport to wish for.

Uncle Aristides notwithstanding, I am truly and XVIIIth Century creature, thrust into the late XXth Century. In earlier incarnations, I fell in love with two great geniuses, Renaissance men of the Renaissance: Leonardo and Shakespeare. Later I met Mozart, Rousseau, Voltaire, Newton, Locke, Montesguieu, and Thomas Jefferson. They have all served mightily as my teachers. But when it finally became necessary, in my XXth Century life, to face the realities of Sigmund Freud. Uncle Albert, in one of his many scientifically-derived aphorisms, said, "If it's possible, it's probable." So take heart, my colleagues. A good General Education program which suits our needs and the needs of our students is possible, therefore, probable.

Uncle Sigmund agrees because he well knows that man is a remarkably resilient creature with qualities and capacities for physical, social, and psychological infinite potential of all human relationships, including education at BHCC. He taught me to look at qualities of people, qualities which express a deeper level of living than the superficial, easily recognized external behaviors indicate. I see this as true in General Education. The

proof lies in the good list of "attributes and Skills" which appear on page 75 of the document. I take the attributes to refer to personal qualities which I have in the past published as qualities of person which I interpret as being a condition in the grammar of life which serves to define copulative man.

The greatest result of any General Education is the extent to which the student, through the continuing exercise of basic skills, develops the competence to engage new experience successfully. Continuing success with these skills should provide a sense of competence to the person's sense of himself. When this blending of demonstrable competence and sense-of-competence occurs, then you have really effective General Education. The personal skills which I see as necessary for continuing growth toward the ideal copulative person with a strong sense of competence (positive self image) are:

- Imagination ... daring to suppose
- Precision ... capable of accurate and honest observation, prepared to accept evidence even though it may run counter to what he would like to believe
- Appreciation ...holding dear, respecting being responsible, and caring
- Synthesis ... shaping, coping, believing, acting, making wisdom.

Such a person may acquire skills, make decision, think, have fun, produce results, have goals, and achieve rewards. However, if educator and educatee work well together in search of that strong identity, that sense of competence, how much sweeter to say together we have developed a skillful, decisive, thoughtful, joyful, productive, purposeful, achiever. How express in faculies! How like a God!

Having developed these notions about the quality of person we are trying to achieve in our rephrased continuing developmental education, it is easily

noted that there has been no indication of any of the received disciplines seen as essential to the Quadrivium factors in any specific course work we decide upon. There are undoubtedly some knowledge gaps we would like filled. Our list of skills and attributes do not deal with them sufficiently. And that, it seems to me, is good. Harry S. Truman never had a course in World History. He was an Auto-Didact (as most of us are, one way or another). Yet, it is well known that Harry S. was a voracious reader of History. By reading History, he learned much which, together with his life experiences of another nature, taught him about life and governance. History was a guide to his understanding of the world. He was his own Civics course.

In my own case, I can proudly say I have a keen sense of History. I never had a course since I left the Latin School in 1935. I learned my History very well through my study of language and literature. And it wasn't until blessed Jim Whipple told me that since I thought like Toynbee, I should read him (I was already 60 years old by then) that Toynbee confirmed that I had the sense of History without the courses. My Trivia integrated well with the kinds of Quadrivia I engaged in, making me generally educated.

Not to belabor the point, let's take a look at the traditional Oxonian education in England. The assumption was that a student entering Oxford had already fully engaged his basic Trivium, his version of Grammar, Rhetoric, and Logic. At Oxford he immediately entered into his study commitment to, let us say, Greek. For three years, he read Greek language, literature, and explication of text. He explore many questions related to Greek culture. He read his papers to his tutor who, after three years, declared him a generally educated man. One year later, with his B.A. (Oxon) in hand, he began his work at the Ministry of Internal Affairs, confident in his ability to master this

new field of endeavor and armed with the confidence of the Minister, himself; both knowing that the young man had a well-rounded Weltanschaung and a sense of mastery. The house of General Education has many pathways.

I have seen much of education in this incarnation. It is too much to ask you to listen to it all. I have already abused your patience, I know. I hope I have given you a guide to your perplex. I shall be glad to offer my services as unpaid consultant to the cause should any wish to avail themselves of my services in their own General Education interests.

Some Goals of General Education

By

Jeffrey Bowe

On the cover of a recent journal (Thought and Action), Spring 1987) is the statement "Education is a seamless net." Perhaps a seamless rope or an endless net would be better descriptions. What is required in education is a broad and net-like interaction of its components, offered as a beginning for the learning process which will continue for a lifetime. In simplification, this is the source of the Liberal Arts and of General Education.

A CONCEPTUAL HISTORY AS BACKGROUND

The Liberal Arts were originally the General Education of classes who were not tradespeople, artisans, laborers or melots. From Plato's Dialogues to the works of Aristotle (Traitika, e.g) education addresses the wealthy, the royalty or the ideal. Aristotle employs an approach which is still valid if utilized in a modern context: the nature and character of the citizens must be determined with reference to the kind of happiness which we desire then to pursue. This is the pursuit of happiness of the american forefathers. Aristotle notes that habit and reason are the fruits of education. Cicero (Pro Archia) lists the virtues of Liberal Arts for his class: "Haec studia adulscentiam alunt, senectuten oblectant ... peregrinatur, rusticantur... secundas res ornant ..." their effects are lifelong and universal. The trivium and quadrivium of the middle ages, forms of Liberal Arts, including mathematics and Scientica, were the General Education of princes of state and of the

church. Later early in the rise of capitalism, the wealthy European merchant-- perhaps noting Ciceros' "secundras res ornant" -- opted for the Liberal Arts. In the following centuries, until the early years of the 20th higher education thus proceeded: apprenticeships, trade schools and later commercial schools afforded the education of the less then wealthy.

Growing slowly during the early 20th century and more rapidly after WWII, especially with the influx of veterans on the G.I. Bill, was a General Education broadening beyond the Liberal Arts basis and including, often reluctantly, areas such as engineering, business and nursing. These programs were included as these concentrations were admitted to the professional category previously attained by law and medicine.

In midcentury and later, there has been formed in higher education an offering of a reduced segment of Liberal Arts affording some background in Western Civilization and a professional or job-oriented segment. This potpourri of courses came more and more to be offered in a smorgasbord style rather than in conceptually related frame works.

With the rise of community colleges in the latter half of this century, the problems innate in the dichotomy of the two types of programs and the confusion of the multitude of offerings seem in four-year colleges was inherited by the new institutions whose basic mission is the accomplishment of an Associate Degree Program (General Education Focus for the 90's).

Recent educational history has tended toward (1) an extension of content beyond Western Civilization to other cultures and (2) from American and some European viewpoints to international aspects. On the other hand, there has been a movement from a more open choice of courses to a more restricted, coordinated set of choices. There has also been the development of Cooperative

Education and of innovative forms of education.

This adjunct report will purposely prescind from aspects of General Education concerning detailed content or implementation in order to concentrate on the goals of a general education. Once the goals are agreed upon, addressing the content and implementation aspects of a general education program will become, if not simpler, at least better oriented and concentrated.

GOALS OF GENERAL EDUCATION

General Education as understood in this adjunct report and as the term is used above is that broad based education which gives a lifelong educational basis for the development of a person's potential for the good of society, even if it also is developing and for the good of the person and for the professions. Education for the good of the person must include the educational background necessary to obtain, advance in, and enjoy one's employment, whether this be professional or occupational. Indeed, the distinction is rapidly disappearing in an age which is increasingly technical and informational as found in a service economy.

Once the overall goals of a General Education are set out, it will be necessary to attempt to focus on some specific goals. An excellent alphabetical compilation is given in "General Education: A Focus for the 90's." Before discussing suggested areas to be addressed, as presented in that report, the controversies underway in the academic and business worlds as to the goals of General Education should be visited.

William Bennett's recipe for education which essentially pushes classical Liberal Arts can, for purposed of this adjunct report, be cavalierly lumped

with that of Harvard's Bood (Universities and the Future of America, Duke University) and that of Rosovsky (The University: An Owner's Manual, Norton Press) as well as with Allan Bloom's prescriptions. The latter's critics, rightly, "argue that he improbably prescribes a contemplative, elitist anti-democratic and highly ideological form of education "(Thought and Action, Vol. IV,#2, Fall 1986).

The goals of the Great Books Approach (e.g. Encyclopedia Britannica's publication of The sixty Great Books of the Western World, October 1990) were proposed by Mortimer Adler and the University of Chicago group as early as the 1920's and have been endorsed by William F. Buckley, Jr. and Gertrude Himmelfarb. This approach emphasizes Western Civilization historically and thus ignores or even denigrates those goals of General Education which would strive toward a modern, classless understanding of the equality of race and gender and reduces the goal of global perception to an ethnocentric myopia ("Not So Great," Eric Altermann: The Nation, November 19, 1990). The goals of education, as seen by Plato, Aristotle, Cicero et al as products of their age, lead to a similar narrow view; one has the belief that in a modern age, their views would broaden as indicated by their excellent concepts e.g. of citizenship, justice, order and law.

There is, in a broad dichotomy, a conservative and a liberal agenda in the approach to the goals of a General Education. From the view of the conservative, we reach the results just discussed. From the view of the liberal, the goals of General Education should, in brief, lead to a world-view which sees that the individual worth is to be measured in terms of humanity and not in terms of function or economic status.

General Education: a Focus for the 90's

A set of comparisons of Liberal Arts and General Education is presented: Traditional Liberal Education and Instrumentalist General Education particularly following H.I. Morse and W. Hugh Stickler. This set of differences emphasizes a strawman view of the Liberal Arts and indeed an optimistic character of General Education. Liberal Arts do not necessarily have a fixed content, divorce itself from pragmatic intent, avoid action, operate aristocratically, with its values oriented to the gifted and privileged, assume a fixed period of learning and begrudge extracurricular activity. General Education may default from its high-minded goals by avidly pursuing facts, training students for the military-industrial complex and, forgetting, that thought (based on knowledge) should precede action, carrying democratic concepts over into an anything goes attitude which would horrify proponents of democracy from ancient times, through the age of the Founding Fathers, to the present and - continuing - by fostering shallowness of learning because of over-emphasis on breadth. The above points can be well defended by reference to history and current events.

In view of the above, consideration may now be given to the goals for General Education as presented in "A Focus for the 90's. Of these are recast in operational terms, something like the following ensues:

> The goals of General Education include imparting to the student the ability to perform as a citizen of the modern world. This goal would include the sub-sets of performing as a citizen of a more limited community or communities in a world context.

This general capability would include the abilities (1) to think logically

(abstract-thinking, critical thinking and their derivatives - decision making, goal setting and problem solving (2) to relate (communication skills, including numeracy, literacy and computer skills, and collective activity, group dynamics, human relations, interpersonal skills as well as understanding and appreciation of the Liberal Arts, and introspection); and (3) to apply thinking and relating abilities to global considerations (global awareness, aesthetic appreciation, global citizenship, value clarification, technological awareness and appreciation of economics) the ability to use, and appreciate language, modern and ancient would be included here. These more general three abilities would seem to include the list presented in the Focus on the 90's report.

Except for those few specific references found in the text, I must give a general reference and thanks to the many sources -- teachers and friends -- who imparted valuable concepts which I now only dimly remember.

APPENDICES

APPENDIX A: BHCC COMMUNITY

PARTICIPANTS IN GENERAL EDUCATION

REVIEW FOR SUMMER AND FALL 1990

TERMS

BHCC COMMUNITY PARTICIPANTS

IN

GENERAL EDUCATION REVIEW

SUMMER AND FALL 1990

TERMS

Allen, Susan. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Assar, Dr. Kathleen. "General Education."
General Education Review Steering Committee
Summer Planning Sessions. 19 July 1990.

Bentley, J.V. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Bethoney, Jessica. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Bonah, R. Brent. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Bowe, Jeffrey. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

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Bradbury, Rudy. Questionnaire and Round Table Discussions: Bunker Hill Community College. Fall 1990.

Briggs, Becky. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Buccheri, Arthur P. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Burnett, Judith. Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990.

Burnett, Judith. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Campton, John. Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990 and Fall 1990.

Cauble, Kathryn. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Cedrone-Vaccaro, Kathleen. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Chiasson, Richard. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Clifford, Douglas. Questionnaire: General Education and Round Table Discussions. Bunker Hill Community College. Fall 1990.

Cowens, Isabelle. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Craft, Dr. William. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Curtis, Alyce. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

DeShields, Amelia. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Dilday, James. Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990.

Dilday, James. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Donnelly, Susan. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Downey, John A. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Elcox, Dr. Kathleen. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Hoose, Alfred. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Hutchinson, Dr. Harriet. Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990.

Johnson, Lloyd. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Koch, Dr. Albert. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Kukura, Philip. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Langway, Marjory. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990 and Fall 1990.

Lindamood, Judith. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

MacKenzie, Shirley. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Manville, Dr. Joanne. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Margolis, Robert. "Bunker Hill Community College Student Demographics." General Education Review Steering Committee Summer Planning Sessions. 25 June 1990.

Margolis, Robert. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Massey, David. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990 and Fall 1990.

McGlynn, Courtney. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

McKenna, Kathleen. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

McLaughlin, Timothy. Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990 and Fall 1990.

Minton, Dr. Anne. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Montgomery, Nancy. Round Table Discussions: General Education. Bunker Hill Community College.

Moran, Mary. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Myers, Nancy. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Najarian, Roseanne. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990 and Fall 1990.

Namvar, Joan. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Nelson, Carl. Round Table Discussions: General Education. Bunker Hill Community College.

Oleks, Judith. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Radell, Ralph. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990 and Fall 1990.

Richards, Dr. Roger. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Ridout, Dr. Theordore. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Riordan, Mary. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990 and Fall 1990.

Rivers, Paul. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Ross, Dr. Robert. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Rowe, Dr. Marianne. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Sanford-Harris, Dr. Judith. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Shea, Gerald. Questionnaire and Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

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Sortor, Janet. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Steeper, Robert. Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990.

Taylor, Barbara. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Thompson, Arthur. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Tse, Charlene. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Tully, Judith. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Vaccaro, John L. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Walling, Susan. Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990 and Fall 1990.

Ware, James. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Wass, Gretchen. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Westwater, Ruth. Round Table Discussions: General Education. Bunker Hill Community College. Fall 1990.

Wylie, Thomas. Questionnaire: General Education. Bunker Hill Community College. Fall 1990.

Yake, Nancy. Round Table Discussions: General Education. Bunker Hill Community College. Summer 1990.

APPENDIX B: SUMMER 1990 DEPARTMENT

CHAIRPERSON PARTICIPANTS

SUMMER 1990 DEPARTMENT CHAIRPERSON

PARTICIPANTS

DEPARTMENTS BY DIVISION	PARTICIPATED	DID NOT PARTICIPATE
DIVISION I		
o Communications	X	
o ESL Clinical Assistant Grant	X	
o ESL	X	
o Foreign Languages	X	
o Medical Radiography	X	
o Nuclear Medicine		X
o Nursing	X	
DIVISION II		
o Behavioral Sciences		X
o Business Administration		X
o Computer Technology	X	

SUMMER 1990 DEPARIMENT CHAIRPERSONS

PARTICIPANTS (CONTINUED)

DEPARIMENTS BY DIVISION	PARTICIPATED	DID NOT PARTICIPATE
DIVISION II (continued)		
o Criminal Justice	X	
o Hotel and Restaurant Management		X
o Office Education	X	
DIVISION III		
o Electronic Technology	X	
o ESL Electronics Grant	X	
o Fine, Creative, and Graphic Arts		X
o Mathematics and Physics	X	
o Science	X	
o Social Science	X	
TOTAL:	15	5
N=20	75%	25%

APPENDIX C: TOTAL NUMBER OF QUESTIONNAIRE RETURNS FOR FALL 1990 TERM

TOTAL NUMBER OF QUESTIONNAIRE RETURNS

FOR FALL 1990 TERM

AREAS	NUMBER OF RETURNS
DIVISION I	9
DIVISION II	10
DIVISION III	5
ADMINISTRATIVE OFFICES	14
TOTAL:	38*

* Of this amount, 26 questionnaires were submitted by General Education Task Force Members.

APPENDIX D: TOTAL NUMBER OF QUESTIONNAIRE RETURNS PER DEPARTMENTS AND ADMINISTRATIVE OFFICES FOR FALL 1990 TERM

TOTAL NUMBER OF QUESTIONNAIRE RETURNS

PER DEPARTMENTS AND ADMINISTRATIVE OFFICES

FOR FALL 1990 TERM

AREA	NUMBER OF RETURNS
DIVISION I	
Communication	1
ESL Clinical Assistant Grant	0
ESL	3
Foreign Languages	1
Medical Radiography	1
Nuclear Medicine	1
Nursing	2
Sub-Total:	9
DIVISION II	
Behavioral Sciences	3
Business Administration	4
Computer Technology	0
Criminal Justice	1
Hotel and Restaurant Management	1
Office Education	1
Sub-Total:	10

TOTAL NUMBER OF QUESTIONNAIRE RETURNS

PER DEPARTMENTS AND ADMINISTRATIVE OFFICES

FOR FALL 1990 TERM (CONTINUED)

AREA		NUMBER OF RETURNS
DIVISION III		
Electronic Technology		1
ESL Electronics Grant		1
Fine, Creative, and Graphic Arts		1
Mathematics and Physics		2
Media Technology		0
Science		0
Social Science		0
	Sub-Total:	5
	Grand Total:	24
ADMINISTRATIVE OFFICES		
Academic Affairs		1
Community Relations		2
Continuing Education		1

TOTAL NUMBER OF QUESTIONNAIRE RETURNS

PER DEPARTMENTS AND ADMINISTRATIVE OFFICES

FOR FALL 1990 TERM (CONTINUED)

ADMINISTRATIVE OFFICES (Continued)	NUMBER OF RETURNS
Counseling	2
Division Chairpeople	2
Health Services	1
Planning and External Resources	2
President's Office	1
Registrar's Office	1
Student Activities	1
Total:	14

APPENDIX E: TOTAL NUMBER OF DEPARTMENTS AND ADMINISTRATIVE OFFICES WHICH ATTENDED ROUND TABLE DISCUSSIONS IN FALL 1990 TERM

TOTAL NUMBER OF DEPARIMENTS AND ADMINISTRATIVE OFFICES WHICH ATTENDED ROUND TABLE DISCUSSIONS IN FALL 1990 TERM

AREA	NUMBER OF DEPARIMENTS AND OFFICES
DIVISION I	3
DIVISION II	5
DIVISION III	5
ADMINISTRATIVE OFFICES	5

APPENDIX F: TOTAL NUMBER OF SESSIONS ATTENDED BY DEPARTMENTS AND ADMINISTRATIVE OFFICES IN FALL 1990 TERM

TOTAL NUMBER OF SESSIONS ATTENDED BY

DEPARTMENTS AND ADMINISTRATIVE OFFICES IN

FALL 1990 TERM

AREA	TOTAL NUMBER OF SESSIONS PROVIDED (N=10)	TOTAL NUMBER OF SESSIONS ATTENDED	%
DIVISION I			
Communication	10	1	10%
ESL Clinical Assistant Grant	10	1	10%
ESL	10	0	0%
Foreign Languages	10	0	0%
Medical Radiography	10	0	0%
Nuclear Medicine	10	0	0%
Nursing	10	1	10%

TOTAL NUMBER OF SESSIONS ATTENDED BY DEPARTMENTS

AND ADMINISTRATIVE OFFICES IN FALL 1990 TERM (CONTINUED)

AREA	TOTAL NUMBER OF SESSIONS PROVIDED (N=10)	TOTAL NUMBER OF SESSIONS ATTENDED	%
DIVISION II			
Behavioral Sciences	10	6	60%
Business Administration	10	2	20%
Computer Technology	10	6	60%
Criminal Justice	10	0	0%
Hotel and Restaurant Management	10	8	80%
Office Education	10	1	10%
DIVISION III			
Electronic Technology	10	1	10%
ESL Electronics Grant	10	8	80%
Fine, Creative, and Graphic Arts	10	0	0%
Mathematics and Physics	10	2	20%

TOTAL NUMBER OF SESSIONS ATTENDED BY DEPARTMENTS

AND ADMINISTRATIVE OFFICES IN FALL 1990 TERM (CONTINUED)

AREA	TOTAL NUMBER OF SESSIONS PROVIDED (N=10)	TOTAL NUMBER OF SESSIONS ATTENDED	%
DIVISION III (CONTINUED)			
Media Technology	10	0	0%
Science	10	2	20%
Social Science	10	2	20%
HEALTH SERVICES	10	10	100%
ADMINISTRATIVE OFFICES			
Academic Affairs	1	1	100%
Chelsea Satellite Campus	1	1	100%
Continuing Education	1	1	100%
Division Chairpersons	1	1	100%
Student Affairs	1	1	100%

APPENDIX G: GENERAL EDUCATION REVIEW

QUESTIONNAIRE -- SUMMER 1990

GENERAL EDUCATION REVIEW QUESTIONNAIRE - SUMMER 1990

1. After having read the report, do you think that the stated definition for General Education at BHCC reflects your feelings of what General Education should be for our students?

2. In regard to the goals of General Education at BHCC, which ones would you add and which ones would you delete? (See pages 59 to 60.)

3. Are there any more attributes and skills you would recommend our students possess and demonstrate? (See pages 59 to 60.)

4. Considering the various organizational and implementation models of General Education, which models do you think can be used by BHCC?

5. How do you think we should accomplish a General Education Program at BHCC?

6. What additional information should we provide in this report's revision about the topic of General Education?

7. Do you have any specific areas of interest or expertise that you could bring to the discussion of General Education?

8. Do you have any additional comments?

Signature _____ Date _____

(Optional)

ERIC Clearinghouse for
Junior Colleges
JUL 08 1992